USAID
FROM THE AMERICAN PEOPLE

Building Alliances Series:

EDUCATION

CONTENTS

GDA SECTOR GUIDE:
BASIC & HIGHER EDUCATION

Welcome USAID Alliance Builders!

Public-private partnerships done right are a powerful tool for development, providing enduring solutions to some of our greatest challenges. To help familiarize you with the art of alliance building, the Global Development Alliance (GDA) office has created a series of practical guides that highlight proven practices in partnerships, demonstrate lessons learned, and provide insight on identifying and designing strategic partnerships that will meet your sector-focused development objectives.*

The purpose of this guide is to provide tips for building public-private partnerships in Basic or Higher Education. (Workforce Development is covered in a separate sector guide.) Whether you are new to alliances or a seasoned expert, in the following pages you will find ideas, resources, and information that remove some of the mystery behind alliance building in this sector. Additionally, we hope this guide will inspire you, with its brain-stimulating questions and partnership examples from around the world, to think creatively about designing alliances that will address key challenges wherever you are working.

While this guide is meant to promote your partnership efforts in education, it represents only part of the educational alliance information available. There are also additional resources and guidance readily available to you on the GDA website: http://usaid.gov/GDA.

*The terms "alliance" and "partnership" are used interchangeably in this guide, but both terms refer to the type of collaboration that can be designated as a GDA.

ALLIANCE MODELS IN EDUCATION: WHAT WORKS?

If you are designing a new partnership, a good place to begin is a review of what has already been successful. Take a look below at five common types of education alliances and a matrix that can be used to map alliances to USAID education objectives.

MODEL 1: TECHNOLOGY IN EDUCATION

Education partnerships often use technology to improve the delivery, quality, and/or relevance of education initiatives. Technology alliances may start with contained, pilot activities and then scale up to broader programs. Private sector partners typically contribute a combination of software, computers, connectivity, technical training, and information management systems. USAID's contribution to partnerships is often its comprehensive sector strategy, deep education expertise and strong relationships with the local Ministry of Education and other stakeholders. In addition, USAID frequently serves as the coordinator or convening partner.

For example, the Jordan Education Initiative brings together multiple private sector actors, including Cisco, Dell, Microsoft, Intel, and Hewlett-Packard in support of Jordan's ambitious program of education modernization and reform.

In Uganda, USAID is working with Microsoft, under the company's Global Framework agreement, to assist the Ministry of Education in designing a new information management system.

MODEL 2: ADOPT A SCHOOL

Some partners prefer education alliances that allow them to establish a one-on-one relationship with a school. This model often works well for local and regional businesses, and can serve to introduce them to USAID and our activities. Partner contributions can range from a narrowly-defined set of materials – such as library books – to ongoing support in multiple areas. Variations on this model include higher education alliances where resource partners collaborate to build teaching capacity, undertake joint research, or establish a graduate program. USAID usually provides technical management or oversight, assists partners to interact effectively with government, and provides legitimacy to companies that may be new to philanthropy. In numerous cases, private sector partners have committed to support education issues over the long term.

Nicaragua's Expansion of Model Schools worked with the American Chamber of Commerce and a non-governmental organization (NGO) to link more than 50 businesses with individual primary and middle schools.

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The businesses contributed a wide range of resources, with some eventually becoming involved in policy reform efforts

Afghan universities have received support from both private sector and academic partners through the Afghan E-quality Alliance, whose partners collaborate to build capacity within a specific university department or administrative unit.

MODEL 3:
SCHOOL CONSTRUCTION OR REPAIR

Education alliances can form around the need to construct new classrooms or other school buildings, or to rehabilitate those that need repair. Sometimes these partnerships focus on rebuilding after a natural disaster or conflict. USAID staff reported that private sector companies often like this type of alliance, because these projects result in tangible, highly visible accomplishments. Participation in construction activities can inspire partners to become involved in long-term alliance support. Furthermore, a physical entity, such as a new building, lends itself well to corporate branding and positive publicity.

In the Improving Basic Education in Tajikistan partnership, school repair was a primary activity in remote parts of the country.

In Indonesia, Chevron, BP, and Conoco Philips participated in an alliance to repair and rebuild schools that were damaged in the 2006 Java earthquake.

MODEL 4:
SCHOLARSHIPS

Some missions have developed partnerships that provide scholarships which increase school access from middle school level through university studies. Private sector partners reportedly like scholarship alliances since they easily fit within corporate social responsibility (CSR) programs. Sometimes partners target support both to a certain population and specific schools; for instance, partners may want to provide girls from rural areas with education opportunities at boarding schools for girls. In addition to overall strategy and targeting, USAID is often involved in setting scholarship criteria and may be involved in reviewing applications and monitoring student progress.

In Morocco's Scholarships for Success alliance, an NGO managed and distributed girls' scholarship funds contributed by Motorola and local private sector companies.

In Pakistan's Fulbright Scholarship Program, USAID is collaborating with the U.S. Higher Education Commission and a private foundation to support university Masters and Ph.D. level scholars in technology.

"[The scholarship alliance] has been very successful, even in some ways we didn't expect. Some of the parents of the rural girls in our program have been so impressed by their daughters' progress that they have enrolled in adult literacy programs. They want to encourage their daughters. "

– DOMINIQUE ZEMRAG, USAID/MOROCCO

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MODEL 5:
COMMUNICATIONS FOR EDUCATION

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Media companies can play an important role in communicating messages about education, and have partnered with USAID in several alliances. Donations of air time, editorial space or special newspaper inserts can boost policy or institutional reform efforts, heightening public awareness and promoting specific changes. Communication partnerships can also further education access by creating television or internet-based programming targeted to areas where formal education might be lacking.

In Guatemala, successful alliances with the national publicity council, schoolbook publishers, newspapers, radio and television stations have served to support reform efforts, include education debate in national political campaigns, and reinforce focus on education standards.

The Sesame Workshop and USAID, together with other partners like Turner Broadcasting Systems, brings the Sesame Street television program concept to countries such as India and Nigeria, providing access to educational programming to underserved and remote communities.

PARTNERSHIP MODELS & AGENCY OBJECTIVES

CURRENT PARTNERSHIP MODELS IN EDUCATION*

	ICT	Adopt a School	Construction & Renovation	Scholarship Program	Comm. for Education
OBJECTIVE 1 — Girls Education		●		●	
Promoting Policy Reform					●
Building Institutional Capacity	●	●			
Improving Instruction	●				
Institutional Reform					
Educational Infrastructure	●	●	●		
OBJECTIVE 2 — Higher Education	●	●		●	
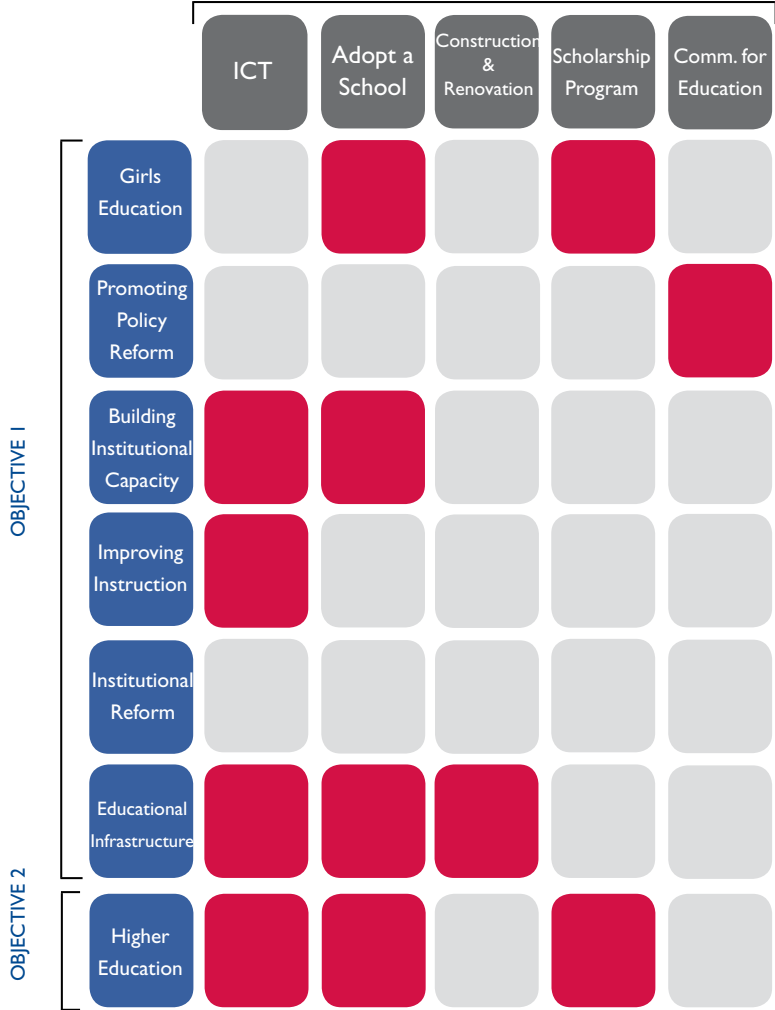
OBJECTIVE 1:   Promoting equitable access to quality basic education
OBJECTIVE 2:   Beyond Basic Education: Enhancing knowledge and skills for productivity

* Red boxes indicate current USAID programs.
However, alliances may be possible in all objective areas.

WHAT PRIVATE SECTOR INDUSTRIES

Type of Company	Sector Interest	Common Alliance Models
Information Technology/ Telecom	Market access/ expansion, philanthropy, testing viability of products or market approaches within country or region	Model schools, teacher training (using technology in the classroom), technology access for schools, distance learning or e-learning, curriculum development
Extractives	Legitimacy/social license to operate, philanthropy, supporting workers' home communities	School construction, disaster recovery, teacher training and other school improvements in sourcing areas
Publishing/ Textbook/Media Companies	Market access, testing viability of products or market approaches within country or region, access to government, philanthropy	Book donation (or reduction in sales price), curriculum development, media campaign for behavior change or policy reform
Private Foundations	Philanthropy, social responsibility activities on behalf of the corporate parent	Cash and other support to schools
Food & Agricultural Products	Secure supply chains, market access, risk management, corporate social responsibility	Cash and other support to schools in sourcing areas or workers' home communities.

ARE INTERESTED IN EDUCATION ?

Non-Cash Leverage	Illustrative Companies	
Software, computers, online collaboration systems, curriculum, digital libraries, information and other management systems	Microsoft*, Cisco*, Intel*, Dell Computers, Hewlett Packard, France Telecom, Vodafone	
Labor and supplies for school construction and/or renovation activities	Chevron, ConocoPhillips, Shell, BP, ExxonMobil	
Books and teaching materials, local expertise, air time, newspaper coverage or other media access	Scholastic Books, Sesame Workshop, Fountain Publishers (Uganda), Springer Science + Business Media	
Existing program activities, staff expertise, access to in-kind contributions from corporate parent, independent fundraising	Sonatel Corporation Foundation (Senegal), Aga Khan Foundation (Tajikistan), Petron Foundation (Philippines)	
In the ECHOES alliance, World Cocoa Foundation members provided technical expertise in agriculture and M&E, in addition to financial support to schools.	Kraft, World Cocoa Foundation & its private sector members	

* Global Framework Partner

FINDING A GOOD PARTNER

Once you've considered possible models and industry sectors, there are many ways to identify specific private sector actors. In addition to resources available on the GDA website, you can use the following list of questions to identify potential partners. Implementing partners often know the answers to many of these questions, and you may want to work through this list with them:

1   What private sector stakeholders will benefit from improved basic or higher education? Are companies seeking more educated workers? Informed consumers? Exposure for their philanthropic actions? Access to the government?

2   What private sector actors stand to lose if education quality or accessibility deteriorates? For example, keep in mind locations where a quality primary school might be an incentive for a company's employees to live or work there.

"We found that companies tend to support schools that serve their workers' children. It's easier for them to see the benefit of this kind of support. We used this strategy to find partners."

— ALICIA SLATE, USAID/NICARAGUA

3 Which private sector stakeholders would benefit from improved higher education resources like specialized facilities or applied research? (See the TIES alliance in Mexico)

4 Who are the most valuable/strategic actors, whether or not they are involved in education? Which companies have already shown an interest or invested in education? Do any companies have their own private foundations that are dedicated to social investments?

5 What foundations or other non-profits have an interest in supporting education locally? Look to implementing partners who might have existing relationships.

6 Is there an existing successful education alliance in the region that could be expanded to your country?

7 Can you leverage remittance flows? The Agency has launched a flagship program to enable partnerships between USAID and Diaspora groups. For more information, see the GDA website.

Other resources can help you identify private sector partners:

Chambers of Commerce and Associations can tell you which local and international businesses are particularly interested in development issues. Chambers of Commerce meetings are an easy way to reach a large audience of key stakeholders.

The Foreign Commercial Service at the Embassy is also a resource for excellent intelligence on companies that are active in or looking to enter the local market.

Talk to your Regional Alliance Builder and get his or her perspective on alliance partners and trends across your region. To find out if your region has an assigned alliance builder, go to the GDA website.

WHAT PARTNERS CAN OFFER

The private sector can add value to an education partnership in many ways. In addition to cash, consider the following types of in-kind contributions that the private sector may be able to provide:

- - Technology
- Training materials & programs, internships
- Assistance with curriculum development
- Expertise/faculty time
- - Needs assessment or market assessment (school retention, GIS mapping, skills in demand)
- Management systems or tools for human resources, finances or other resources
- - Design or implementation of a social marketing campaign (to reach vulnerable/ out-of-school groups, to encourage student retention, etc.)
- Scholarships/tuition waivers
- Distribution channels (via university extension programs)
- - Applied research, extension services or specialized facilities (university labs, testing facilities, meeting rooms)
- M&E systems or implementation
- Books
- School supplies (desks, generators, meal programs, school uniforms)
- Structural renovations or construction (bathrooms, paint, roofing for schools)

I think having USAID in [the ECHOES alliance in West Africa] provided legitimacy and allowed the initial participants to use our clout. The leveraging capabilities in the initial partnership were huge. Since we started, we've attracted major partners like Starbucks and Kraft.

JOE KITTS, USAID/AFR/SD

NEVER UNDERESTIMATE THE POWER OF OLD-FASHIONED NETWORKING!

At least two staff interviewed for this guide said they initially met key Education GDA partners at social functions.

"I met the responsible person [of the private foundation that became the primary alliance partner] by chance at a cocktail party. We talked in general about what USAID was doing in education and then made a plan to continue our discussions in a formal meeting at a later date. They were also interested in education and it was a great fit."

— PAPE SOW,
USAID/SENEGAL

ISSUES TO WATCH

1 Is there a **strong champion for the alliance** within the Ministry of Education or other public agency? Success of an alliance sometimes depends on the enthusiasm and dedication of one key individual.

2 Make sure to analyze the potential alliance to make sure there is **no conflict with national or regional development plans** for the education sector, including Education for All, the country's Poverty Reduction Strategy or donor harmonization efforts.

3 Are there **quantifiable, measurable objectives** that will allow for monitoring progress and evaluating impact?

"In one of our education alliances, we actively encouraged private companies' interest in less tangible issues like the quality of education. Eventually they were giving bonuses to teachers who did not miss class, or who offered extra classes, or who were successful in getting parents to attend meetings. The incentives were sometimes individual and sometimes collective. For us it was an eye-opener -- it showed us that these companies are interested in intangibles and that they are very rigorous on results and monitoring."

– ALICIA SLATE, USAID/NICARAGUA

"Universities might sometimes be overlooked when alliances are being designed. I always encourage missions to ask questions like, "How might local higher education institutions be a valuable asset to us and our private sector partners? How could universities be partners and add value across a wide range of activities?"

– KEN LEE, USAID/EGAT

FIVE WAYS TO GET STARTED

MEET WITH THE PRIVATE SECTOR

One way to generate private sector interest in education partnerships is to convene an open meeting. You can work with local chambers of commerce or similar organizations to organize an event, or you can offer to speak at an event that's already been scheduled. Highlights should include your mission's goals and programs, USAID's experience with private sector collaboration, and how the private sector benefits from partnership with USAID. A meeting is also the perfect opportunity to hear the private sector's perspective on education issues and identify common interests. Visit the GDA website for PowerPoint presentations and other tools.

2 EMBED PARTNERSHIPS INTO EXISTING PROGRAMS

Consider how a partnership could contribute to the success of your core programs. A potential alliance partner could expand the scope of your existing programs or could add unique resources that would deepen impact. Proposing participation in an ongoing program allows potential partners to easily see how their resources will make a difference. Missions achieve the highest level of development impact when partnerships are aligned with core programs.

3 LEVERAGE EXISTING RELATIONSHIPS

USAID has relationships with hundreds of private sector organizations. Search the GDA database or ask the GDA office to find out if and where we've worked with a potential partner before. The GDA Team has also developed global relationships with companies such as Microsoft, Intel, and Rotary International. Visit the GDA website to find out more. Not only are there existing partnership models with these global framework companies, the GDA Team can also leverage its contacts at the company to engage local affiliates in-country.

4 CONTACT THE GDA TEAM

The staff at the GDA Washington office is available to advise missions on any aspect of partnership-building or management, as are mission-based Regional and Country Alliance builders The Team knows how to navigate the most common challenges including procurement, due diligence, relationship management, reporting, etc. If necessary, the Team can also coordinate with your mission's Office of Procurement or your Regional Legal Advisor to address particularly challenging situations.

5 INCLUDE ALLIANCE ACTIVITIES IN SOLICITATIONS

As you design RFPs and other solicitations for your mission's projects, include alliance activities that complement key objectives. Implementing partners are often great alliance resources both for identifying partners as well as managing partnership implementation.

EXISTING USAID MECHANISMS[*]

Think about using one of these Indefinite Quantity Contracts or other mechanisms to encourage an existing partner to get involved in education.

NAME	TYPE	FOCUS
ABE-BE Education	IQC	Assistance to Basic Ed
ABE-LINK	IQC	Assistance to Basic Ed, Health
Global Learning Portal	LWA	Facilitates educator online collaboration
GDA Services Support Program	IQC	Short-term alliance building support
Higher Education for Development	LWA	Access to U.S. Universities to further USAID objectives
EdData II	IQC	Collection of primary data
GEM 2	IQC	Non-implementing for up-front, formative and summative evaluation work
EQUIP	LWA	Promotes role & quality of education
EQ1		School & community
EQ2		Systems & policy
EQ3		Out-of-school children & youth

* see the online version of this guide for the most current information

CASE STUDY: BASIC EDUCATION

"CHANCE" PARTNERSHIP

Alliance:	CHANCE (Child-Centered Alternatives for Non-Formal, Community-Based Education), Uganda
Objective:	To provide a quality education to the country's hardest-to-reach children
Partners:	USAID, Makarere University, Fountain Publishers (local private sector), Save the Children (NGO)
How the alliance works:	The alliance focused on the needs of children of fishermen, nomads and similar groups of children who had to work to support their families and could not attend regular school. Working together, the partners designed early-morning intensive education programs that aspired to teach complete curricula in less time than full-day schools. Teachers were selected from the local community and were better able to understand the challenges confronting the children; they were also better accepted by community leaders. The program was so successful that the students' test scores improved to match those in the regular school system. The Ministry of Education has agreed to pay the teachers' salaries. and provides small grants to cover operating expenses.
Partner contributions:	Save the Children: Expertise in implementing social programs for children, financing, contacts with philanthropists. Fountain Publishers: Together with the other partners, developed new materials for teaching target groups, which they hoped to later market elsewhere. Makarere University: Helped develop specialized curricula for target population; provided teacher training. USAID: Financing, strong relationship with Ministry of Education, ability to apply lessons learned from other projects
Lessons Learned:	Innovative partnership approaches can be very successful in addressing complex problems. Staff reported that this alliance did not take a lot of work to establish since the NGO partner had done a significant amount before USAID became involved. USAID's strong relationship with the Ministry of Education was key to the partnership's success, however, in overcoming institutional bottlenecks and facilitating policy reforms enabling the program to go to greater scale. The alliance's compelling story was also key to the NGO's ability to raise partial funding from individual philanthropists.

CASE STUDY: HIGHER EDUCATION

"TIES INITIATIVE"

Alliance:	The TIES (Training, Internships, Exchanges and Scholarships) Initiative in Mexico
Objective:	To enhance the capacity of U.S. and Mexican higher education institutions to examine mutual development opportunities and challenges, and to work in strategic alliances to develop appropriate plans and solutions
Partners:	As of August 2008, there are 64 bilateral university partnerships including at least one university in Mexico and one in the United States. The majority of these partnerships include a private sector partner.
How the alliance works:	The university partners collaboratively design a project that will address a development problem, usually one that is shared by both Mexico and the U.S. Working together, the universities bring in strategic alliance partners that will help them develop solutions. The project is then outlined in an application for TIES funding, an extremely competitive process. The TIES seed funding lasts for three years, after which it is expected (and experience shows) that the partnership will continue as a self-sustaining entity. For example: Arizona State University and the Instituto Tecnológico y de Estudios Superiores de Monterrey, in collaboration with Honeywell, are preparing technical leaders for the aerospace industry in global logistics and productivity improvement.
Partner Contributions:	Universities: Staff time, facilities, research, institutional support, matching grants, cost sharing, tuition waivers Private sector partners: Varies by partner, but usually includes technical expertise, market intelligence and other important collaboration USAID: Financing, partnership support
Lessons Learned	The TIES program is successful for several reasons. First, the application process (RFAs issued by Higher Education for Development) clearly explains the process and appropriately sets expectations. The RFAs are developed within discrete focus areas that are connected to a strategic focus of the Agency in Mexico. Second, university partners are expected to identify their own private sector partners and thus have a stake in finding the most dynamic, productive match. TIES also has high visibility, encouraging the spread of the program. "It's the good news story, one that gets everybody involved to work towards solutions that benefit both countries," says Nora Pinzón, the USAID project manager.

ADDITIONAL IDEAS & RESOURCES

Key Education Partners

You can see the full scope of two exciting programs launched by key education alliance partners - both of whom have signed global framework agreements with USAID - on the web (links available on the GDA website):

Microsoft's Unlimited Potential Program focuses on economic and social opportunity for "the next five billion."

Intel's World Ahead program aspires to use technology for social and economic growth, and to connect the next one billion to global opportunities.

For additional inspiration, take a look at what other donors and organizations are doing in education alliances and projects. Links to all resources listed below, and many more, are available on the GDA website.

Other Donors and Organizations

Goldman Sachs Foundation's "10,000 Women" project is partnering with U.S. and foreign universities to provide business and management education to women around the world.

The Nike Foundation and Peter and Jennifer Buffett (children of Warren Buffett) are investing $100 million in "The Girl Effect." The funds will go to efforts designed to educate and support adolescent girls in developing countries around the globe.

UNDP and DFID used majority private sector funding on a project that used distance education and technology to improve teacher quality in poor areas of Western China.

The Stockholm Challenge is an annual competition that encourages innnovative uses of ICT in development. Education is one of the competition's categories - see the most recent winners on the GDA website. The Challenge is co-sponsored by the City of Stockholm, Ericsson (the telecommunications company) and the Swedish International Development Cooperation Agency.

Shidhulai Swanirvar Sangstha, and NGO in Bangladesh, provides "schools on boats" to riverside communities, ensuring access to education throughout the monsoon season when roads can be impassible. The organization won the 2005 Gates Foundation Access to Learning Award.

Reports and Research on Education Partnerships

Database: UNESCO and the World Economic Forum launched Partnerships for Education (www.pfore.org) in January 2007 to promote synergies between governments and the private sector. The website contains a database of education partnerships.

Report: New Partnerships for Education for All: Building on Experience (UNESCO, World Economic Forum [WEF] 2008)

Report: The Global Education Initiative Model of Effective Partnership Initiatives for Education (WEF, 2007)

Report: Building on the Monterrey Consensus: The Growing Role of Public-Private Partnerships in Mobilizing Resources for Development. Contains a chapter on education partnerships. (WEF 2005)

Report: The Untapped Opportunity: How Public-Private Partnerships Can Advance Education for All (Academy for Educational Development [AED], 2006)

Report: Dynamics of Private Sector Support for Education: Experiences in Latin America (AED, 2008)

Report: Corporate Sector Involvement in Education for All (UNESCO, 2005)

Report: Mobilizing the Private Sector for Public Education: a View from the Trenches (World Bank, 2007)

Report: What Works in Unlocking Local Resources: a Case Study in National and Community-Based Alliances. Focuses on USAID's ELSA partnership in the Philippines, which has education as a primary focus. (International Youth Foundation, 2007)